

Lockport City School District
Grade 6 Process-Driven Culminating Task for Unit 1 and CCLS Aligned Rubric

Directions:

As learners complete a study of Egypt, they will select three topics for further research. They will engage in the research process using multi-media tools. Thinking and work will be captured on a note-sheet. Then, they will create a powerful final product which demonstrates what they have learned, using a variety of appropriate technology tools.

This assessment will measure students' ability to:

- a. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.6.1)
- b. integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue (RI.6.7)
- c. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

- d. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (with some guidance and support from peers and adults) (W.6.5)
- f. conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)
- g. gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)
- h. write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED __3__ My writing is highly descriptive and hooks a reader. My message is meaningful and focused. I include at least five details from the texts I read during my research in my writing. My ideas come from the meaningful questions that guide my work and the notes I made as a researcher.	EXPERIENCED __3__ I know my stuff and people can trust me. My tone is the perfect fit for my topic, my purpose, and my audience.	EXPERIENCED __3__ My writing unfolds in a compelling way, as I develop my topic with relevant facts, details, quotes, and/or examples . I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of my text to another. My writing has a distinct internal structure. I add details and clues in just the right places, including those that I gleaned from the different texts that I read.
DEVELOPING __2__ My writing is descriptive. My message is taking shape, but I'm still not completely clear about what it might be. I include at least three details from the texts I read during my research in my writing. Some of my ideas came from the questions that guide my work and the notes I made as a researcher.	DEVELOPING __2__ I know a good amount about my topic. My tone is a good fit for my topic, my purpose, and my audience.	DEVELOPING __2__ My writing unfolds in a predictable way. My facts are organized into clear categories. I use a lot of words, but not many visuals or numbers. My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on information that came from just one text that I read, or I may rush through others.
BEGINNING __1__ My writing is vague. I am still learning about my topic. I'm still figuring out what my focus is. Missing details might make it hard for my reader to learn from my writing.	BEGINNING __1__ I am not yet sure what tone I should take with this piece.	BEGINNING __1__ My writing may confuse a reader other than me. I'm not sure how to use words, visuals, and numbers to make my work more interesting. My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing. It is hard for my reader to know what texts I read or what I learned from my research.

DOCUMENT BR1

CCLS: RI.6.1, RI.6.7, W.6.2a-f, W.6.4, W.6.5, W.6.7, W.6.8,W.6.10

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED __3__ My writing is my own, and I use sophisticated words, just like researchers do. My readers are able to see, feel, and hear exactly what I intended them to. The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.	EXPERIENCED __3__ My writing is meant to be read aloud. It sounds wonderful! I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.	EXPERIENCED __3__ My writing is nearly free of all errors in spelling, punctuation, and mechanics. I use accurate citations.
DEVELOPING __2__ My writing includes grade-appropriate words that are my own. I take risks that enable me to try new words My words may not capture my reader's attention, and they may not be striking or specific to my purpose, but they get the job done.	DEVELOPING __2__ My writing is predictable. When I read it aloud, it sounds like a report. Most of my sentences follow the same pattern.	DEVELOPING __2__ My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though. I include citations that have few errors.
BEGINNING __1__ I borrow words from the texts that I read. Or, I take so many risks with word choice that my writing is hard to understand. My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to. I use some of my favorite words over and over again.	BEGINNING __1__ My writing is difficult to read and understand. This makes it hard to read aloud. I have a hard time telling where sentences start and stop. There are fragments and run-ons.	BEGINNING __1__ Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message. I haven't cited my sources yet.

Writing Process

EXPERIENCED_3__

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

--I make corrections in conventions.

--I look for ways to share my work with others.

DEVELOPING_2__

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I'm working.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--I share my work when my teacher tells me to.

BEGINNING_1__

--My writing is usually based upon the first idea that comes to mind.

--I'm not sure how to make changes to my writing yet.

--My final copy is nearly identical to my rough draft.

--I don't share my work with other people.

Technology Integration	EXPERIENCED_3__	DEVELOPING_2__	BEGINNING_1__
	--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.	--My teacher helps me select and use technology tools that connect with my purposes.	--I use the single technology tool suggested to me by my teacher.
	--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.	--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise	--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
	--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.	--I use selected technology tools to share my work with an audience.	--I am learning how I can share my work with an audience using technology tools.